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ABSTRACT

This paper describes the design of a new Maori, early childhood, immersion teaching diploma program at the University of Waikato (New Zealand). The program incorporates a strong focus on developing both the adult students' fluency in Maori, as a second language, and their skills for facilitating fluency in young children, many of whom will also be learning it as a second language. For 3 years, student teachers are required to develop competence in the theory and practice of early childhood education, to become fluent in Te Reo Maori, and to learn the pedagogy and skills for developing young children's Maori as a second language; Maori perspectives and culture will also be taught. The course, based on an existing early childhood education program, now includes theory of second language learning and language revitalization. The Maori program is only a pilot program and will be evaluated and revised as needed. Challenges in the program appear to be the lack of written Maori materials for learning and lack of proficient Maori speakers to teach the student teachers. (Contains 31 references.) (NAV)

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Development of a Māori Immersion Early Childhood Education Diploma of Teaching

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International Language in Education Conference, University of Hong Kong, Dec 14-16, 1994

***Abstract*: Māori, the indigenous language of New Zealand, is under threat because of the salience of the English language. A strong emphasis has been placed on the role of the education system in the process of revitalisation of the Māori language. This paper describes the design of a new Māori immersion early childhood education teaching diploma programme at the University of Waikato. This programme incorporates a strong focus on developing both the adult students' fluency in Māori [as a second language] and their skills for facilitating fluency in young children, many of whom will be learning Māori as a second language in the early childhood centre.**

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The Context:

The indigenous people of Aotearoa/New Zealand, the Māori comprise 12.5% of the population. The Māori language (Te Reo Māori) is unique to Aotearoa/New Zealand. In 1840, with the signing of the Treaty of Waitangi, Britain assumed sovereignty. Despite protection of Te Reo Māori guaranteed in Article II of the Treaty, education policies imposing the English language have resulted in several generations of Māori who are mono-lingual speakers of English. Despite recent, and largely token official status granted to Te Reo Māori, English is the predominate language, and very few non-Māori speak Māori. Only 52,500 of a total of 408,243 of North Island Māori are fluent Māori language speakers. Te Reo Māori is used in a restricted range of domains. Not only is Te Reo Māori now seriously threatened, but the implications the Māori culture are also grave, since the language is the main medium through which Māori culture is expressed (Waite, 1992:18).

> "Māori faces a serious threat to its future as the distinctive vehicle of a distinctive culture."(Waite, 1992:30).

According to Fishman, destruction of a language is destruction of identity (1991:4). But a language should not be viewed as having value only to those who speak it, but can instead be viewed as a resource for all of humanity. Any language should be safeguarded for its unique contribution to language diversity, as a source "of adaptational ideas - ideas about transferring property..., or about curing illness, acquiring food, raising children, distributing power, settling disputes" (Bernard; cited in Waite, 1992).

Revitalisation of Māori is seen as multi-advantageous in that it will result in a stronger sense of identity for Māori people; promotion of Māori cultural practices; enhancement of a language that is unique to Aotearoa/New Zealand; cognitive benefits of bilingualism; and learning experiences which are culturally appropriate (Hirsh, 1992).

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Although Māori see the revitalisation of their language as paramount (Waite, 1992:30), it is a difficult step for most Māori, who are first-language English speakers, to transfer to speaking Te Reo Māori when they are already able to use English for most life-purposes (Fishman, 1991:237). Fishman's graded typology of language shift locates te Reo Māori between stages six and four. At stage six, the level of family, neighbourhood, and community, substantial teaching efforts are required (ibid 236). There is potential for utilising intergenerational

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ethnolinguistic continuity by maximising opportunities for the older generation of fluent speakers to pass on their language through "richly traditional Māori-language related daily rounds of life and ritual occasions" (ibid: 236).

Kōhanga Reo a recent Māori language early childhood movement, is one such forum, in that Māori language is the medium and goal of the programme, much like the early Hebrew "preparatories" which played a key role in Hebrew revitalisation (Nahir, 1988). Kōhanga Reo provide language-in-culture socialisation of the very young as would have occurred in pre-urban settings (Fishman, 1991: 238).

> "What is additionally significant is that this care is not only provided entirely in Māori, but that it is provided at a time in children's language socialisation when English-speaking society and culture have not strongly impacted their lives" (ibid: 238).

Fishman recognises the multi-faceted nature of Kōhanga in providing not only child language-in-culture socialisation, but community building and good childcare as well.

> "Not only are the elders recognised as rich resources of language-in-culture knowledge (thereby adding to their self-esteem as well as to their societal usefulness, not only is an adult-child ratio maintained which is often better (when all the volunteer teachers show up to render their volunteer service) than that required by New Zealand childcare regulations, not only is the problem of language maintenance attacked at its core (i.e. at the intergenerational transmission nexus), but the Māoris themselves have accepted the responsibility of transmitting the language, rather than waiting for the government to do 'something' on its behalf, and have hit upon a way of doing so that it is linked to a distinct vision of being 'Māori-via-Māori', namely the *whānau* (family) and *iwi* (tribal) affiliation..." (ibid: 238).

Fishman recognises the powerful potential of Kōhanga Reo, particularly for a language that was almost literally without child-speakers (ibid: 238). The Kōhanga Reo movement is also in a prime position to utilise the positive factor that it is preferable to learn a second language at a very young age (Waite, 1992:17). However, despite the huge growth in numbers since its inception in the early 1980's, the Kōhanga Reo movement still faces several key issues which need to be addressed in terms of delivering quality early childhood care and education programmes:

> "Not all of them, by any means, are pedagogically effective, nor is their nearly total reliance on an untrained volunteer staff a completely unmixed blessing, neither in the educative connection nor even in connection with childcare *per se*" (Fishman, 1991: 238).

Adequacy of teacher preparation is clearly an issue in the delivery of quality care and education throughout the early childhood sector. But Kōhanga faces additional challenges in terms of te Reo Māori, which is a second language for most families of young children. There is a not only a need for Kōhanga Reo to ensure quality of transmission of the language to young children, but also to work at parental and sibling 'relinguification' - that is, for the movement to extend Māori language transmission from the Kōhanga Reo children back to their to families so that these homes also become Māori language domains (ibid: 239).

It is important to acknowledge the iwi (tribal) basis of Māori initiatives such as Kōhanga Reo and Kura Kaupapa (Māori immersion primary schools). There are also a number of tribal whare wānanga (tertiary education institutions). These innovations indicate that Māori appreciate the importance of education to the revitalisation process (Waite, 1992:34). In addition to the

education sphere there are a range of tribal radio stations, and a limited amount of Māori language television programming, although none of this is designed for the early childhood age-group.

The small pool of fluent speakers, and even smaller number of Māori speakers who are qualified teachers indicates that institutional support is needed in the revitalisation efforts (Waite, 1992:32, 39). Yet Māori are wary of initiatives which are not Māori-controlled (Waite, 1992:34), since experience has taught them that it is only when they are able to exercise their Tino Rangatiratanga (self-determination), that their language will genuinely be supported. Kōhanga Reo is an example of this principle - a movement initiated and run by Māori who identified their needs, and then sought government funding to support them. Since the first Kohanga Reo opened in 1982, numbers have multiplied, to the point where in 1993, 49% of Māori early childhood enrolments were in Kōhanga Reo (Ministry of Education, 1994:24). This statistic should be tempered by the fact that only 46% of Māori children under five years old participated in early childhood services (ibid). There are also a growing number of Māori immersion early childhood centres outside the control of the Kōhanga Reo National Trust.

Teacher education is needed to prepare teachers to work in Māori-medium education (Waite, 1992:40). Fishman has identified four areas of concern with bilingual education. They are the lack of money; a need for evaluation of curricula, methods and materials; a shortage of well-trained personnel; and an absence of social and historical perspectives in the programmes (1976 cited in Ridout 1986:9). Fluent speakers of te reo Māori are often elderly and the majority of Māori undertaking teacher education are not fluent speakers. Proficient second language learners may be able to supplement the precious resource of fluent first-language speakers of Māori (Waite, 1992:38). Bilingual teacher education programmes already exist for primary and secondary within the State teacher education institutions. The Kōhanga Reo National Trust is developing its own training package for Kōhanga Reo.

Contract for Development of the MIECP:

In May this year, the University of Waikato was contracted by Te Puni Kōkiri, the Ministry of Māori Development, to develop a three-year, pre-service Diploma which prepares students to be teachers in Māori immersion early childhood education. The Māori Immersion Early Childhood Education Programme (MIECP) is the first University programme in Māori immersion early childhood education in the country. The contract required that the programme:

> a) incorporates courses which address the implications of young children's second language acquisition for pedagogy in Māori immersion early childhood centres
>
> b) addresses the need to develop a suitable level of fluency in Māori [as a second language] in adult students

The contract also required a policy report on implementation and research implications. The MIECP was to be designed in cognisance with quality early childhood practice, based in relevant theory and research, and in reference to the Aotearoa/New Zealand Early Childhood Curriculum Guidelines (Ministry of Education, 1993).

Consultation and Advisory:

In terms of the programme design for the MIECP, it was essential to genuinely meet the needs of the Māori immersion early childhood community, through the accountability of a consultation process. There is a danger in using indigenous people only as informants in information

gathering process, whilst the dominant culture retains the power to selectively restructure indigenous knowledge (Stairs, 1988:310).

> "Indigenous determination of the knowledge base driving educational development is perhaps the most fundamental point of indigenous control over the educational system (Stairs, 1988:318)

It is therefore important that Māori retain control of programme design and development, are at the centre of gathering a knowledge base and are responsible for programme implementation. The contract incorporated consultation with a range of Māori educationalists, particularly those working in Māori immersion early childhood education, and meetings with an advisory committee of experts in the field of Māori immersion education. These discussions provided valuable feedback during the development of the MIECP, particularly in relation to the philosophical and programme frameworks.

Philosophical Framework:

The development of a philosophical framework was a fascinating process. It was necessary to identify the key philosophical elements of each of the three pedagogical areas of the Māori immersion early childhood education programme: early childhood care and education, Māori language and culture, and second language learning. This processes of synthesising the three different domains revealed an amazing congruence. For example Māori pedagogy, quality early childhood education, and second language learning all emphasise a holistic, experiential and learner-centred approach. The full philosophical framework is attached as Appendix I.

Programme Framework:

The programme framework needed to address a range of content areas and purposes. Students are required to develop competence in the theory and practice of early childhood education, whilst also developing their own fluency in te Reo Māori, and pedagogy and skills for developing young children's Māori as a second language. The existing Diploma programme provided an excellent basis from which to focus on the two additional requirements. It was not, however, merely a case of throwing in a couple of extra second language courses to supplement the existing Diploma programme. The new programme was developed as an integral, holistic qualification, built around the principles identified in the philosophical framework, and incorporating these throughout each course.

Course content needs to address the implications of Māori pedagogy. There is a risk of assuming as universal principles, specifics from the dominant culture of the 'experts' (Stairs, 1988:310). Category systems and interpersonal communication styles are culturally based (Bowman, 1991:26).It is important that these teachers learn to recognise developmental equivalences in patterns of behaviour (ibid). These difficulties are compounded by a lack of information specific to indigenous cultures. The aims of this contract include collation of Māori resources appropriate for use in the programme, and to identify areas for further research needed to support the programme. Culturally specific knowledge will enable teachers to use culturally relevant methods, and avoid inappropriate mono-cultural generalisation of developmental expectations (Bowman, 1991:26). Each course, therefore will include Kaupapa Māori (Māori perspectives), and the pedagogy of the whole programme will incorporate methodology from content-based second-language pedagogy. The Programme Framework Summary is included as Appendix II.

Developing Students' Fluency:

Second language acquisition literature identifies two different approaches to second language acquisition: structured and content-based (Schmidt, 1993). The formula which was decided upon was a balance of instruction and content-based.
Structured second-language programmes comprise a syllabus of linguistic items to be taught in a systematic order, and use grammar discovery tasks to help learners gain cognitive understanding of grammar, complemented by communicative activities to develop implicit knowledge (Schmidt, 1993:217).

> "There are grounds for believing that form-focussed instruction does help the acquisition of linguistic competence" (Ellis, 1990).

Effects of second-language instruction may be both cumulative and delayed (ibid). The first year of the MIECP will comprise four instructed papers in te reo Māori, taught by the University of Waikato Department of Māori, taught in a consecutive series of four six-week intensive block courses. This follows a successful model developed by that Department, Te Tohu Paetahi (Moorfied, 1994). Learning in these courses will be augmented by a course focussing on developing second language learning strategies, **Rauru Kī Tahi** [see Appendix III for summary of course outline].

Content-based programmes involve a task-based syllabus, which teaches content [in this case Māori immersion early childhood pedagogy], whereby learners incidentally utilise language, through interaction with tasks (Schmidt, 1993):

> "...a second language is most successfully acquired when the conditions are similar to those present in first language acquisition: that is, when the focus of instruction is on meaning rather than form; when the language input is at or just above the proficiency of the learner; and when there is sufficient opportunity to engage in meaningful use of that language in a relatively anxiety-free environment" (Krashen summarised by Crandall, 1993:113).

Content-centred programmes require a specialised pedagogy based in a knowledge of different modes of second language learning (Kolb 1984, cited in Ur, 1992) and optimal strategies for content-centred second language instruction such as task-based experiential learning (Crandall, 1993), as well as a sound knowledge of the subject matter.

The question to be addressed was: "how can students acquire Māori adequate enough to move them toward their academic studies in early childhood education when they arrive at the University with levels of Māori which are insufficient for them to profit from a content-centred programme ?" (Blanton, 1992:288). It was indicated that an intensive introduction to te reo Māori by means of a structured model might provide MIECP students with a baseline communicative competence, the "tools" and building blocks, with which to access the early childhood content taught through the medium of Māori throughout the rest of their programme.

The acquisition of first-language-like proficiency takes considerably more time than the three years of a teacher education Diploma programme (Waite: 1992:40). We therefore, designed a course which will aim to enable students to identify learning styles and strategies which will equip them to be on-going, life-long autonomous learners of Māori language, **Rauru Kī Tahi** [see Appendix III]

Courses on Young Children's Language Learning:
Two courses focus specifically the theory and practice of facilitating young children's language learning. The first, **Te Reo Huataki**, examines early language development in first languages and

bilingual situations. The second, **Whakamāmā o te Whiwhi Reo Rua a te Tamariki mā te ako mai i roto o te Ao Tamariki**, concentrates on developing student's knowledge and skills in the area of facilitating young children's acquisition of Māori as a second language. Ethnographic research has revealed the diversity of different child language socialisation patterns, which teachers should be aware of (Fillmore, 1991). It is also important that teachers in Māori immersion early childhood understand developmental processes in language development Nissani, 1990), and, accordingly, developmentally appropriate practices for supporting children's language learning (Ministry of Education, 1993). A summary of **Whakamāmā o te Whiwhi Reo Rua a te Tamariki mā te ako mai i roto o te Ao Tamariki** is available as Appendix IV.

Agents for Language Revitalisation:

It is important that the site of language revitalisation be broadened beyond the education sector, so that teachers are not left to shoulder the full burden, an unrealistic expectation leading to teacher burn-out (Fishman, 1991: 369). Teachers in Māori immersion early childhood education should be able to view their work in a wider social, historical and political context, in order to identify wider strategies for supporting the revival of te Reo Māori.

> "Language Awareness programmes need to include an understanding of power, politics and linguistic oppression and the ways in which groups and institutions can alter circumstances" (Merchant, 1992).

The MIECP contains a course, **Te Mahi a ngā Kaiako Whakaora Reo,** which explores the process of language revitalisation, focussing on the role of educators, and the responsibility of the wider society [See Appendix V].

Implications:

The implications of content-based methodology are profound, in that it will be necessary for all lecturing staff for the MIECP to re-evaluate their present teaching styles. A preparatory workshop will be designed for all staff who are teaching in the MIECP which will explain the programme's philosophical framework, and provide an introduction into effective techniques to accentuate second-language learning through a content-based approach. It is interesting that the features of effective content-based learning, such as focussing on meaning; challenging students' thinking; providing interactive opportunities; requiring text-related tasks; using a wide range of materials; cooperative and collaborative learning; using multiple media and a variety of presentation techniques; experiential learning in meaningful contexts; and increasing students' self-confidence and self-respect (Blanton, 1992:291; Crandall and Tucker, 1989:8-11) could all be considered features of good pedagogy, and not specifically the sole domain of second-language methodology. It is vitally important that teachers are able to facilitate understanding in the students, and are receptive to student needs for support and clarification (Brinton et al, 1989:52-3).

This programme is a pilot project and will be evaluated and revised regularly. There is a need for continuous ongoing educational development of such teacher education initiatives, as opposed to one-off programme design and teacher training (Stairs, 1988:311). The programme will need to be evaluated, not only through student appraisal of each individual course, but also in a more summative way which endeavours to determine whether the overall programme is meeting its objectives (Brinton et al, 1989: 75; Crandall and Tucker, 1989:18). Aspects should include student achievement in both early childhood content and Māori language; student attitudes to the programme and ongoing study; student language use; organisation and logistics of programme delivery; effectiveness of teaching staff; administration of the programme; quality of curriculum

and materials; and the appropriateness and feasibility of the initial programme objectives (Brinton et al, 1989: 75).

There are resource implications in terms of delivery of the programme. Although the contract research has identified a wide range of relevant literature, it is of course, all in English. An effective content-based approach relies on opportunities for students to interact not only verbally in the second language, but with a wide range of authentic text material. Translation into Māori is therefore imperative, but, unfortunately, very expensive. Government policy has adopted a 'level playing field' ideology which makes no allowance for equity assistance, despite obligations under the Treaty of Waitangi. Therefore, no extra money is allocated for special purposes such as this. It remains for the Programme Director to scrutinise the University system, and if necessary, actively lobby, in order to locate the required funding. It is crucial that academic standards and quality teaching be maintained at all times, and that the initial intake of students not be disadvantaged whilst the programme is still building up resources. In terms of preparing class material and activities, the implications are again quite frightening, as it is demanding and time-consuming for teachers to prepare the models, outlines, review sheets, study guides, and other teaching aids which will facilitate student's second-language learning through the content-based approach (Brinton et al, 1989:52; Crandall and Tucker, 1989: 15). Over time these resources will be consolidated into kits which will ease the teachers' workload, but the initial task is quite daunting.

Quality of staff is another issue in a programme such as the MIECP. It is essential that lecturers are experienced in early childhood education, proficient speakers of Māori, and skilled lecturers, aware of the demands of the second-language methodology. Administrative and support staff are also important (Brinton et al, 1989:71). Ideally, it would be an advantage to obtain release time for materials development and staff professional development. Coordination time should be allowed for ongoing new course development, planning of classes, and preparation of materials (ibid:85).

Assessment needs to relate to course objectives and marking criteria made explicit. In setting levels of academic standards, students' proficiency should be supported by adequate preparation (Brinton et al, 1989:208). Krashen has identified the demanding nature of academic language as a potential problem in content-based teaching (Krashen, 1991:183). Assessing in a second language can disadvantage students who experience difficulty in demonstrating their understanding in the second language (Brinton et al, 1989:183). However, appropriate assessment in te Reo Maori will require students to produce complex output (Krashen, 1991:186). The area of assessment will require constant re-evaluation.

Conclusion

The MIECP is an exciting development in early childhood education in Aotearoa/New Zealand. It is to be hoped that the programme will be successful in incorporating the best of overseas theory and research in the area of second language learning, whilst maintaining a high quality early childhood education programme, and, most importantly, reflecting Tino Rangatiratanga, Māori control of educational processes for Māori children and families which will contribute to the revitalisation of te reo Māori.

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Appendix I
Philosophical Framework for the MIECP

The development of the MIECP is based on the following overarching Kaupapa:

Kaupapa Māori validates and legitimises being and acting Māori:

- Kaupapa Māori advocates excellence within both Māori and Pakeha culture
- Revitalisation of Te Reo me Ōna Tikanga
- Tikanga Whakaako (Māori pedagogy)
- Tino Rangatiratanga, is an organising principle, which encapsulates the concept of whanaungatanga
- A whānau model will be an integral base for all learning in Māori contexts

The following are principles, often inter-related and over-lapping, which were identified in our review of literature pertaining to Māori pedagogy, the whānau model, early childhood care and education, and young children's second language acquisition:

1. MIECP incorporates Tikanga Whakaako (Māori Pedagogy):

1.1 Māori pedagogy is about applying culturally preferred methods of learning and teaching that are specific to Māori

1.2 Learning through Te Reo is an integral part of Māori pedagogy

1.21 The general process of teaching and learning and those particular to the teaching and learning of Te Reo can be assumed to reflect Tikanga, the ethical basis of Māori philosophy and practice

1.3 Taonga Tukuiho (cultural aspirations principle) implies that the body of Māori knowledge is recognised as a fundamental part of the educational process

1.31 The Māori world view is that in order to move forward one must know about the past

1.32 Every individual has a right to know and have access to knowledge of the past

1.33 'Intergenerational ethnolinguistic continuity' [whakapapa] is a means for transmission and maintenance of te reo me ōna tikanga

1.4 Mātauranga is not seen as something that is static or isolated, as a concept it is open-ended with no definite boundary, constantly evolving and inherently active

1.5 Learning is lifelong and varied according to circumstances

1.6 Theory and practice are inter-related

1.7 Every learner is a teacher, and every teacher is a learner:

1.71 Ākonga Māori implies the dual roles of teacher and learner - the learner and the teacher working towards a common purpose

1.72 MIECP views teaching and learning as a reflective process

1.73 The learner and the teacher are both in a position to jointly evaluate the ongoing process and development of their efforts

1.74 Appropriate pedagogy takes the readiness of the learner into consideration

1.75 Teaching builds on the previous experience of the learner

1.8 Education is a collective process:

1.81 Individual talents are utilised within the context of iwi, hapu, whānau, and community and an effort is made to keep a balance between individual and group endeavour

1.82 A fundamental organising principle is that the group will be responsible for other members of the group's learning as well as their own

1.83 Everyone has a contribution to make, including those with special abilities and disabilities

2. MIECP is child-centred:

2.1 Children are active learners

2.2 Children learn through imitation, exploration, and discovery

2.3 Children should be treated with respect

2.4 Children develop holistically

2.5 Māori immersion early childhood pedagogy is developmentally appropriate:

2.51 Developmentally appropriate pedagogy bases content and strategies of the early childhood programme in an understanding of how young children develop and learn

2.6 Relationships are central to learning

2.7 Māori immersion early childhood pedagogy involves empowerment of children, teachers and whānau

3. MIECP incorporates a Whānau Model:

3.1 MIECP is centred around the whānau - family and community are central to the Māori immersion curriculum

3.2 Values such as manaaki, tautoko, awhi, āroha and tiaki are important principles of whanaungatanga, ie the supportive nature of the extended whānau

3.3 Whānau involvement strengthens te reo Māori me ōna Tikanga

3.4 Contemporary models of whānau involve groups of people joining together with a commitment to a common purpose, goal, or kaupapa

4. MIECP focuses on language:

4.1 The aim for development of te reo Māori in young children is "native-like control", communicative competence in te Reo equivalent to that of native speakers

4.2 Māori immersion early childhood pedagogy embodies the maintenance of a strong ethnolinguistic identity and positive beliefs towards Māori language and culture

4.3 Communication is a central feature of Māori immersion early childhood pedagogy

4.4 Within te reo Māori children work at an integration of concepts at their own level and pace

4.5 MIECP will focus on identifying the most appropriate learning conditions for language and other learning:

4.6 MIECP recognises the important role of naturalistic language learning:

4.61 Play is the central focus for young children's language learning

4.62 Communicative interactions should match the learner's level of language development, ie comprehensible input

4.63 Children are exposed to a wide variety of authentic forms and styles of te reo with which they can match their own knowledge

4.64 Children communicate and learn through purposeful, meaningful activity

4.65 Attention is on meaning, negotiated individually and collectively within social contexts

4.66 Teachers construct a 'scaffolding of meaning' around te reo Māori learning situations with gestures, body movement, intonation, materials, pictures, and rituals

Appendix II

Programme Framework

Year One:	Year Two:	Year Three
Maori Language:		
Te Kākano 1	**Te Māhuri 1**	**Te Māhuri 2**
Te Kākano 2		
Te Pihinga 1		
Te Pihinga 2		
Education Studies:		
He Tapuwae atu ki te aronga whānui ki te Tātari hoki o te Mātauranga Kōhungahunga Māori Approach course to cultural, political, historical issues and analysis in Māori immersion ecce L1	**Ngā Tirohanga Māori, Tauiwi hoki o te Whanaketanga Tangata**: Human Development L1	**Te Torotoro i ngā Rereketanga Tikanga**: Exploring Cultural Differences L1
	Te Tipu o te Whānau: Whānau Development, working with parents and families, collective processes L2	**Te Tātaki Mātauranga i roto i te Atawhai te Mātauranga Kōhungahunga**: Educational leadership L2
Language Studies:		
Rauru Kī Tahi: Adult second language learning support: learning styles and strategies L1	**Te Mahi a ngā Kaiako i te Whakaora Reo**: The Politics of Language Revitalisation and the Role of the Educator L2	
	Te Reo Huataki: Early Language Development, skills for facilitating young children's language L2	
	Whakamāmā o te Whiwhi Reo Rua a te Tamariki mā te Ako mai i roto o te Ao Tamariki: Facilitating Young Children's Second Language Acquisition and extending young children's learning L3	

Continued over-

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Programme framework continued:

Early Childhood Studies:		
Te Whāriki: Approach Course to Practicum One L1	**Te Torotoro i ngā Momo Tauira o te Atawhai te Mātauranga Kōhungahunga**: Exploring Alternative Models of ECCE L2	**Te Tūrangawaewae te Whakatakoto Whakaaro - Whakatipuranga Tangata**: Belonging & Contribution - social development L3
	Ngā Mahi Toi, Waiata a te Māori mō te Atawhai te Mātauranga Kōhungahunga: Arts and Waiata with Young Children L1	**Ngā Kaupapa Whakakotahi o roto i ngā Momo Mahi Rumaki Kōhungahunga**: Inclusive Programmes- working with children with disabilitiesL3
		Te Hanga Kaupapa Rumaki i ngā Mahi Ako Kōhungahunga: Developing Maori Immersion E.C.C.E Programmes - programme design and assessment L3
		Mātauranga Kaupapa Māori: Kaupapa Maori Ed, transition to school, early literacy L2
Professional Support:		
Kaupapa Whakangungu: Tau Tuatahi: Introducton to study skills, use of computers, library skills L1		**Te Whakangungu Ngaiō**: Moving into the Profession, professionalism, ethics, career pathways L1

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Appendix III

Summary of course to support adult second language learning: Rauru Kī Tahi

1. **COURSE PRESCRIPTION**

This course introduces students to theoretical considerations of adult second language learning. Opportunities will be provided to enable students to identify strategies for self-directed learning of te reo Māori.

2. **RATIONALE:**

This course parallels the Māori language papers (Te Kākano 1 & 2 and Te Pihinga 1 & 2) by providing a theoretical and practical forum which supports adult second language learning through identification and enhancement of second language learning strategies.

3. **OBJECTIVES:**

- to introduce students to theoretical considerations regarding adult second language learning
- to provide a forum for students to identify, reflect upon, share, and apply effective learning strategies to enable them to utilise opportunities to learn te reo Māori
- to assist students to develop a repertoire of learning tools for active, ongoing, self-directed communicative competence in te reo Māori

4. **DETAILS OF COURSE CONTENT**

Part One:

- theoretical perspectives from a range of literature, including humanist and cognitive psychology will be reviewed to enable students to develop an understanding of adult learning processes
- literature pertaining to adult second language learning will be surveyed to identify the particular issues and processes involved as a basis for students to identify and develop their own theories in this area

Part Two:

- an exploration of the literature regarding learning strategies in adult second language acquisition (meta-cognitive, affective, social, and compensation strategies) will be used as a basis for students' own development of language learning strategies
- a range of activities will be provided to enable students to apply various strategies, reflecting, evaluating, and adapting them for use in both formal and informal Māori language learning settings

5. **DETAILS OF ASSESSMENT REQUIREMENTS**

Students will be required to demonstrate that they can relate theory to practice when learning te reo Māori through summaries of readings (25%), observations of interactive activities (15%), analysis of an interview with a successful learner of Māori as a second language (30%), and an on-going dialogue journal (30%).

6. RECOMMENDED READING FOR LECTURERS:

Cohen, A. D. (1992) The Teacher's Role in Learner Strategy Training: An Innovation in Teacher Education. In J. Flowerdew et al (eds) *Perspectives on Second Language Teacher Education*. Hong Kong: City Polytechnic of Hong Kong.

Oxford, R. (1990) Language Learning Strategies: What Every Teacher Should Know. New York: Newbury House.

Scarcella, R. and Oxford, R. (1992) The Tapestry of Language Learning: The Individual in the Communicative Classroom. Boston: Heinle & Heinle.

7. RECOMMENDED READING FOR STUDENTS:

Cummins, J. (1993) Bilingualism and second language learning, *Annual Review of Applied Linguistics*, 13 , 51-70.

Hirst, L. A. Slavik (1989) Cooperative Approaches to Language learning. In J. Reyhner (Ed) Effective Language Education Practices and Native Language Survival: Proceedings of the Annual International Native American Language Issues Institute. ERIC Document no. 354 775.

Ryan, J. (1992) Aboriginal Learning Styles: A critical Review, *Language, Culture and Curriculum*, vol 5. no 3, 161-183.

Oxford, R. (1993) Research on Second Language Learning Strategies, Annual Review of Applied Linguistics, 13, 175-187.

Appendix IV

Summary of course focussing on facilitation of young children's second language learning:
Whakamāmā o te Whiwhi Reo Rua a te Tamariki mā te ako mai i roto o te Ao Tamariki

1. **COURSE PRESCRIPTION:**

A study of how young children 0-8 years learn and make sense of their world. An overview of different theoretical approaches to learning and second language development. This course will explore the various ways in which adults can work with young children to enhance their second language learning and development.

2. **RATIONALE:**

This course follows on from Te Reo Huataki, and focuses on the theory and practice of second language learning in young children. It has the second year block practicum attached.

3. **OBJECTIVES:**

- students will explore their own implicit theories about young children's learning
- student's will examine various theoretical approaches to young children's second language learning which focus on processes which enable young children to negotiate meaning and make sense of their world.

4. **DETAILS OF COURSE CONTENT:**

- through reading and discussion, students will develop an awareness of their own theories of children's learning and explore the ideas of different theorists researching young children's second language and other learning.
- students will have opportunities to experiment with applying various models to their own early childhood practice with young children for whom Māori is a second language.
- students will develop and apply an understanding of the processes of "reflective practice" [ie observation, planning, implementation, and evaluation] as they facilitate young children's second language and other learning, through placement tasks focussing on such processes as scaffolding.

5. **DETAILS OF ASSESSMENT REQUIREMENTS:**

Course work:

a) Comparison of second language theorists. Written review (20%), and poster model (10%)
b) Practical tasks conducted during half-day placements (40%)
c) Group seminar presentation reflecting on learning from theorists and practical tasks (10%). Individual summary hand-in (20%)

6. **RECOMMENDED READING:**

Burt, M. and H. Dulay (1983) Optimal Language learning Environments. In Alatis, J. , H. H. Stern, and P. Strevens. *Applied Linguistics and the Preparation of Second Language Teachers*. Washington D.C. : Georgetown University Press.

Carr, M. (1992) Maths for Meaning: Tracing a Path for Early Mathematics Development, *SAME papers*, University of Waikato and Longman Paul.

Carr, M (1994) How Come? So What? and What If?: Science in Early Childhood, Australian Journal of Early Childhood,*

Cathcart-Strong, R. (1986) Input Generation by Young Second Language Learners. *TESOL Quarterly*, vol 20, no 3, Sept, 525-530

Clarke, P. M. (1992) *English as a Second Language in Early Childhood* Collingwood, Vic.: Free Kindergarten Assoc/Multicultral Resources Centre.